

# Use of Contextual Learning Approach to Improving Speech Writing Skills in Primary School

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## ABSTRACT

This study aims to test the use of scientific approaches to improve speech writing skills in elementary school. This research was conducted against the background of the low ability of students in creative ideas to compose speech text and low to active students in learning activities. Approaches and strategies applied in learning tend to be theoretical memorization and are not based on student experience, making it difficult to develop their creativity. As a workaround, a scientific approach is used with the Participatory Action Research (PAR) method consisting of two cycles. The focus of speech writing includes using a standard language, conformity with topics, ability to write speech text, and conformity with the structure of speech text. The study results prove that the use of this scientific approach can significantly improve speech writing skills in elementary schools.

## 1. INTRODUCTION

Language learning in primary school is part of compulsory lessons in primary school. There are four aspects of skills in learning Indonesian. First, listening is the ability to capture information conveyed through voice messages, such as news, conversations, lectures, stories, and announcements. Second, speaking is the ability to convey ideas or ideas verbally to others in discussions, speeches, storytelling, and delivering reports. Third, reading is an attempt to interpret and understand written information. This reading material in the form of interpreting letters, syllables, words, sentences, paragraphs, floor plans, instructions, announcements, and disciplines is an example of reading activities. The fourth wrote. It is the ability to convey an idea or idea in writing[1].

In the Indonesian curriculum, speech writing is one of the writing skills contained in the sixth grade, both in the 2006 version and the curriculum currently used, namely the 2013 curriculum. The 2013 curriculum speech writing material is on theme 7 (Leadership) Basic Competence 4.3 Delivering a personal speech using standard vocabulary and effective sentences as a form of self-expression. Speech is the disclosure of ideas or information in language conveyed to others in general for a specific purpose. When writing a speech, devote ideas in writing prepared with the specific purpose of being presented to the public [2].

When writing a speech, devote ideas in writing prepared with a special purpose to the public. Based on Basic Competency 4.3 in written speech, several supporting aspects are needed: the use of standard vocabulary, effective use of sentences, and creative ideas. Standard vocabulary is selecting and using words that follow the General Guidelines for Indonesian Spelling (PUEBI). An effective sentence is a sentence that is structured with the management of rules and with the right word selection.

Writing speech requires creativity in crafting ideas or ideas so that it becomes a text that can affect others as listeners. Interesting ideas or ideas are innovative ideas in solving problems that develop in the student environment. There are four steps to writing a speech. First, determine the theme and purpose. The second is making a speech frame, consisting of an opening greeting, an introduction, stuffing, cover, and closing greeting. Third, develop a framework of speech text into a complete speech text. In writing, it takes the ability to choose words, vocabulary writing, spelling, and punctuation according to PUEBI[3]. Fourth, re-examine the content of the speech text and refine it so that it becomes ready-to-use speech text.

Preliminary data suggests that students still have difficulty developing ideas and organizing them into speech texts, and students are also less active in

learning. The use of standard vocabulary and effective sentences has not shown adequate results. The learning approach used has not used innovation and is rote. So that language acquisition is not based on the student experience. This makes it difficult for students to develop their creativity in language.

The impact of inappropriate approaches on learning to write a speech is seen in the acquisition of learning outcomes. Preliminary data on speech writing learning in grade VI elementary school, out of 30 students, seven students (23.33%) reached the minimum completion criteria. At the same time, 23 students (76.67%) have not been able to reach the minimum criteria that have been set, which is 75. This fact encourages innovation in designing the right learning approach to help students develop ideas and understand speech writing techniques to improve students' writing skills.

Efforts to improve students' writing skills are used contextual approaches by emphasizing four activities: observing, studying processes, applying, and communicating. These activities were chosen as an effort to bring closer language acquisition based on real experience[4][4][4][4][4]. Based on this approach, a plan that is prepared systematically with steps based on psychological theory can be used as a guideline for teachers to plan and carry out learning activities. Contextual learning is designed in such a way that it keeps students active and can improve the acquisition of their language. Activities are designed according to the real world around students. Through contextual learning, students learn material related to real experiences experienced in the surrounding environment so that students are more eager to learn and know the benefits directly in everyday life.

Contextual learning in this study was developed. This theory emphasizes that the social environment is influential in building the concept of learning. Zone of Proximal Development (ZPD) and scaffolding are two concepts found in Vygotsky's theory. The Proximal Development Zone (ZPD) is the distance between the actual level of development regarding a child's ability to complete tasks independently and the potential developmental level of ability to complete tasks with the help of more capable people. Scaffolding is the help given to students in the early stages of learning, then reduces help little by little so that the child can complete his responsibilities independently. This learning also refers to a scientific approach, i.e. building student knowledge through systematic procedures or processes.

Syntax in this contextual learning is. *First*, observe. Students observe events that support learning activities. Observations can be made directly, via video, or in pictures. In learning to write media, speech text takes precedence in the form of audiovisuals. The observed events are not far from the daily activities and environment of the student so that students can relate to

the new learning that will be obtained. *Second*, learn the process. Students gather information from various sources to find out the process of preparing a product. In this study, students studied the process of writing speech texts. Students learn in terms of writing techniques as well as the steps of preparing speech texts. This activity is done in groups so that there is interaction in acquiring new knowledge. *Third*, implement it. Implementation means the application of information obtained in the previous stage to produce a work. Students try to write speech texts with their creative ideas. *Fourth*, communicate. Students deliver or demonstrate the results of their activities. Teachers provide guidance and help conclude learning activities.

Previous research support contextual learning approaches included in a journal article entitled "Improving Speaking Skills (Speech) Through Modeling Media Based on Contextual Approaches"[5] and the journal article "Application of Contextual Learning Models To Improve Ips Learning Outcomes of Elementary School Students"[6]. The two studies obtained the results that the study application of contextual approaches is very effective in improving the acquisition of students' language. Another study related to the use of this contextual approach is a study by Resti Adna Helda, Mardiah Harun, Syahrul R., entitled "The Influence of Contextual Teaching and Learning Approach and Learning Motivation Toward Writing Skills Of Pantun In The Fifth Grade Students Of Elementary School"[7][7]. The results show that the application of this contextual approach contributes positively to students' learning outcomes. Contextual approaches can bring students closer to the real world. In language, students can use language contextually as in their daily lives.

## 2. METHODS

The study used the Participation Action Research (PAR) model. Par model used in Kemmis & MC Taggart[8]. The study used four components in each cycle that include planning, [8][8]acting, *observation(observng)*, and *reflecting*[9]. The study took at an elementary school in Sidoarjo district, Indonesia, during the 2019/2020 school year. Participatory research (PAR) is carried out in two cycles, consisting of four stages in each cycle. The cycle is the planning stage, action stage, observation stage, and reflection stage. Cycle I has carried out two meetings with an allocation of 2x35 minutes per meeting and in cycle II. The actions performed on each cycle are always reflected for improvement in the actions of the next cycle. The cycle image is in breach of the Kemmis & Taggart model[10].

Cycle I begins with early reflection activities, namely looking for the root of the problems faced in learning. Problem-solving using a contextual learning

approach. Furthermore, action planning includes using learning devices and preparing test guidelines and observation sheets. The implementation of the action is carried out in conjunction with observation. These observations are used as a reference to take the next action, whether the learning results have met the target. The last stage of the cycle is to reflect actions done by referring to the data that has been collected and analyzed for improvement in the next action. Cycle II is carried out based on data from reflection on deficiencies found in cycle I. Cycle II is done with improvements in learning to achieve the specified target. The stage of implementation of cycle II is no different from the stage in cycle I. If in Cycle II the results obtained have not met the target, it will continue in the next cycle, but if it has met the target, there is no need to continue in the next cycle.

Data collection on classroom action research is obtained through (a) Test techniques; these techniques measure students' knowledge of the material studied. Writing tests are conducted to determine the skills of writing speech texts, (b) Observation Techniques. Observation of teacher activities in learning activities is carried out to find out how teachers can implement the learning plan that has been prepared. Observation of student activities is carried out to determine the activeness, cooperation, thoroughness, and attitude of students during learning activities. Success indicators are established when 80% of all grades VI students achieve the minimum criteria.

The data that has been collected is analyzed using quantitative descriptive analysis techniques. This technique describes the data obtained in the form of numbers, graphs, or diagrams. Test results and

questionnaires in the form of numbers are analyzed with quantitative description techniques. After actions are done, all the data obtained is processed to find out the shortcomings and advantages of the actions done.

### 3. RESULTS AND DISCUSSION

The results of this study are (1) improved speech writing skills learning outcomes with contextual learning approaches in grade VI elementary school, (2) increased student activity in speech writing learning with contextual learning approach in grade VI elementary school.

**Table 1.** Cycle 1 write test results

Value Interval	Frequency	Percentage
0-74	8	26,67%
75-100	22	73,33%
Σ	30	100%

From the table obtained data on the results of speech writing skills tests after using contextual learning approaches. According to the table, it can be known that from the number of 30 students, there are students who are at intervals 0-74 as many as eight students, which is 26.67%, meaning that students at this interval have not been able to reach the minimum grade. At intervals 75-100, there are 22 students, which are 73.33%; students at this interval have achieved skill scores according to the minimum grades that have been set.

**Table 2.** Results of student activity cycle 1

Aspek yang diamati	Skor pertemuan I	Skor pertemuan II	Rata-rata	Rata-rata skor	Persentase
Keaktifan	100	95	97,5	2,87	71,69%
Kerjasama	104	106	105	3,09	77,2%
Ketelitian	100	100	100	2,94	73,53%
Sikap	96	95	95,5	2,80	70,22%
Total	400	396	398		73,16%

The table shows that student activity in cycle I include liveliness 71.69%, cooperation 77.2%, accuracy 73.53%, and attitude 70.22%. It can be concluded that student activity in cycle I reached 73.16%. This achievement is included in enough categories but still has not reached the predetermined indicator of the success of 80%. So the researcher must continue on Cycle II.

Table 1 and Table 2 in cycle I show the percentage of written test results; completion is obtained by 73.33%, while student activities obtained 73.16%. However, this shows an improvement compared to the conditions before using contextual learning approaches. Based on the results of the percentage gain is said to be enough but still has not reached the indicator set at 80%. Therefore class action research needs to continue into cycle II.

At the reflection stage, the teacher evaluates or reviews the implementation of learning during Cycle I. Based on the results of observations of student activities, including liveliness, cooperation, thoroughness, and attitude still need to be improved. After analyzing the root of the problem, some students are still introverted because they do not have confidence in group tasks, so they also have difficulty completing their independent tasks. This is what needs to be the attention of researchers to improve the learning process in cycle II. In cycle II, the teacher needs to motivate the student to increase his confidence and follow the learning actively.

**Table 3.** Cycle 2 write test results

Value Interval	Frequency	Percentage
0-74	3	10%
75-100	27	90%
Σ	30	100%

The table provides an overview that in cycle II consisting of 30 students, there are students who are at intervals 0-74 as many as three students, which means that students at this interval have not reached the minimum grade. At intervals 75-100, there are 27 students, which are 90%; students at this interval have achieved skill scores according to the minimum grades that have been set.

The table shows that student activity in cycle II includes 86.4% liveliness, 85.29% cooperation, 87.13% accuracy, and attitude 87.87%. It can be concluded that student activity in cycle II reaches 86.67%. This

achievement is included in the good category with the indicator of success that has been determined by 80%.

Table 1 and Table 2 in cycle II show the percentage of writing test results; completion is obtained by 90%, while student activities obtained 86.67%. This percentage number is said to be Good because it has reached a set indicator so that this class action research is said to be successful and does not need to proceed to the next cycle.

The results of quality improvement are related to aspects of learning materials which include: Use of standard language, conformity with topics, ability to write speech text, and conformity with the structure of speech text. Can be seen in the table 5.

The table 5 shows an adequate improvement in student speech writing. The cycle is stopped at this stage.

The findings obtained in this study are (1) the selection of appropriate learning methods and following the character of students can help students in understanding learning in the form of new information so that students can improve student skills; (2) Innovative learning steps or steps can attract the attention of students due to variations in learning approaches; (3) The learning experience by presenting material that is close to the student environment makes students understand the importance of understanding the learning so that students are more active and motivated in participating in learning activities.

The use of contextual learning approaches can improve speech writing skills in grade VI in elementary school. There are four steps to this learning approach: observe, learn the process, implement, and communicate. After using contextual learning approaches of student activities and learning outcomes, the results in cycle I are compared with previous results. Student activity amounted to 73.16%, while student learning outcomes were 73.33%. This shows the effectiveness of learning approaches, although the data has not reached the established indicators. There was another increase in student activity in cycle II to 86.67%, while learning outcomes became 90%. The increase occurs from cycle I to cycle II. There was an increase in learning outcomes of 16.67%, while student activity increased by 16.84%.

**Table 4.** Results of student activity cycle 2

Aspek yang diamati	Skor pertemuan I	Skor pertemuan II	Rata-rata	Rata-rata skor	Persentase
Keaktifan	120	115	117,5	3,46	86,4%
Kerjasama	115	117	116	3,41	85,29%
Ketelitian	117	120	118,5	3,48	87,13%
Sikap	122	117	119,5	3,51	87,87%
Total	474	469	471,5		86,67%

**Table 5.** Speech text writing learning assessment cycles I

No.	Assessed aspect	C1	C2
1.	Use of a proper standard	68%	80%
2.	Conformity with the topic	75%	86%
3.	Ability to define speech text structure	78%	86%
4.	Suitability of writing speech text with speech text structure	70%	90%
$\Sigma$		20	100

#### 4. CONCLUSION

From the research results, contextual learning approaches can be concluded that: (1) the use of contextual learning approaches can improve student learning outcomes. The percentage of completion of learning outcomes in cycle I was 73.33%, while Cycle II increased to 90%. This shows that the research has achieved a predetermined indicator of success. (2) The use of contextual learning approaches can increase student activity. In cycle I, the percentage of student activity was 73.16%, while in Cycle II, it increased to

86.67%. Thus the teacher's activity has reached the indicator of success.

Some suggestions in this study, (1) Contextual learning approaches can be implemented at all levels of the class, of course by adjusting the basic competencies in the class; (2) The application of contextual learning approaches will be maximized when combined with innovative media; (3) Learning with this approach will be successful if you pay attention to the syntax and associate it with the material in the student environment.

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